

Crafton Hills College
2022 – 2023 Institution-Set Standards

Institution-Set Standards and Stretch Goals

Institutional Set Standards (ISS) and stretch goals are a requirement of accreditation (ACCJC). ISSs are the lowest outcome levels which are acceptable to an institution. They are not goals to which the college aspires. Rather, they are the level that marks when the institution is moving into a “danger zone” for a specific outcome area. There is an important distinction between the institution-set standards and the College’s stretch goals. The Educational Master Plan and Institutional Effectiveness and Outcome Committees annually review the College’s stretch goals, which are separate from the institution-set standards. The stretch goals are also a requirement of accreditation, and they refer to an aspirational goal that the College strives to achieve.

The institution-set standards are reviewed annually by the Institutional Effectiveness, Accreditation, and Outcomes Committee and were developed at Crafton Hills College in 2013. In setting the standards, Crafton worked from the ACCJC guidance that the college should not fall below the number or rate that was set. If the college did fall below this number, then it would focus more energy and resources than normal to increase the College rate. The College has adopted the common approach of calculating a five-year average and using one standard deviation below the average to identify a minimum. This approach was used, because the College felt that a decrease of one standard deviation represented a substantial decrease.

The College has identified the following institution-set standards: 63.6% for successful course completion, 204 certificate completions annually, 710 degree completions annually, and 338 transfers annually.

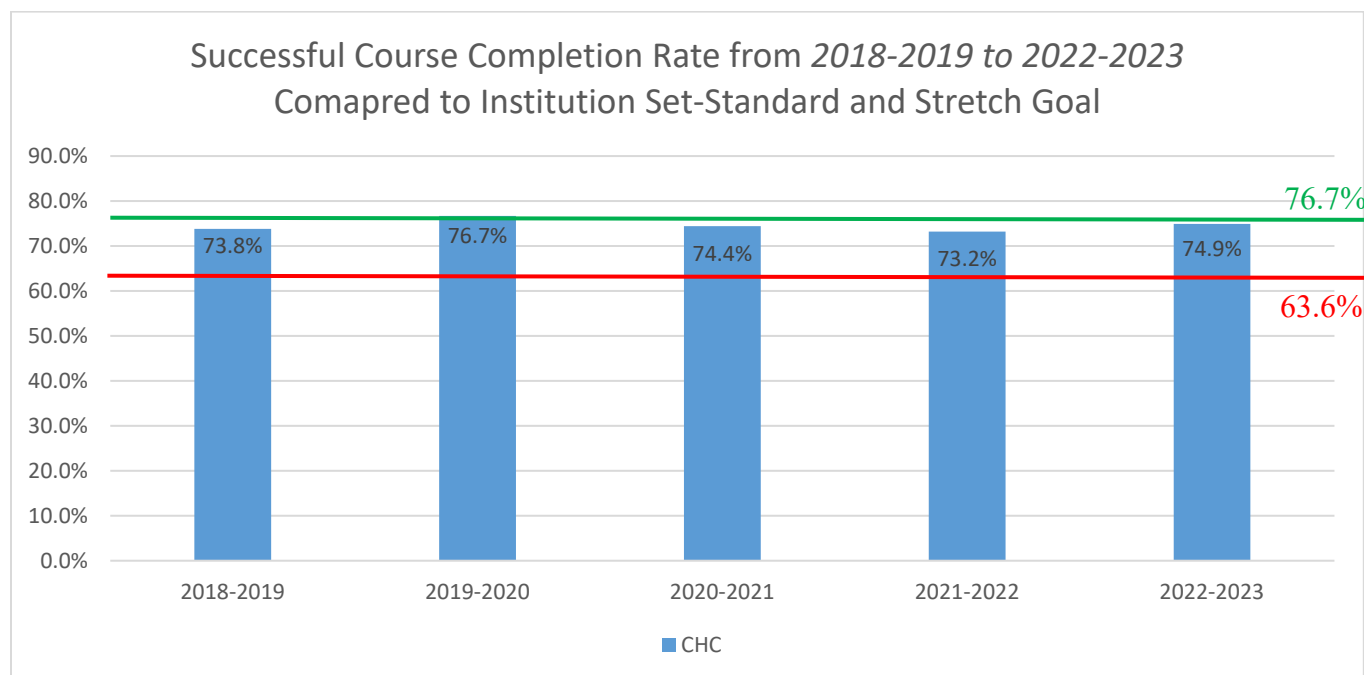
Institution-Set Standards, Stretch Goals, and the 2022-2023 Measure for Successful Course Completion, the Number of Certificates and Degree Completions, and the Number of Transfers.

Data Element	Definition	Institution-Set Standard	2022-23 Outcome	Stretch Goal
Course Completion (Success) Rate	The number of students earning a “C” grade or better divided by the number of grades at census multiplied by 100 in the fall semester. Represented as a percent of students successfully completing a course.	63.6%	74.9%	76.7%
Certificates	The annual number of students earning certificates which are awarded with 16 or more units.	204	552	497
Degrees	The annual number of students earning AA/AS and AA-T/AS-T degrees.	710	844	896
Transfer	The annual number of transfers to four-year universities. Includes CSUs, UCs, Private, and Out-of-State universities.	338	474	558

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Successful Course Completion

Crafton Hills College has an institution-set standard of 63.6% for the course success completion rate. The stretch goal is 76.7%. In the last five years the annual successful course completion rate has ranged from 73.2% to 76.7%. The 2022-2023 course success rate is the largest course success rate in the last three years. In addition, there has been increase in the course success rate from 73.2% in 2021-2022 to 74.9% in 2022-2023, an increase of 1.7 percentage points.



Course success rates have remained relatively consistent and well above the institutional set standard across all ethnic groups, except with respect to Native American students in 2020-2021 and 2021-2022. The course success rate among Native American students increased from 52% in 2021-2022 to 80% in 2022-2023. In 2022-2023, disproportionate impact (DI) occurred in course success rate for African American (66%, n = 361) and Hispanic (72%, n = 3,924) students. Four groups experienced DI in 2020-2021 and three in 2021-2022. In the last three years Crafton Hills College has reduced the number of groups experiencing DI from four to two.

Successful Course Completion Rates by Ethnicity from 2018-2019 to 2022-2023.

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Asian	81%	83%	81%	80%	81%
African American	62%*	71%*	64%*	65%*	66%*
Filipino	79%	83%	83%	80%	86%
Hispanic	71%*	74%*	71%*	70%*	72%*
Native American	69%	68%	60%*	52%*	80%
Pacific Islander	58%*	57%*	59%*	63%	79%
Two or More Races	74%	78%	74%	77%	78%
Missing	87%	78%	77%	78%	83%
White	78%	81%	80%	78%	79%

Source: CHC BORG Data Cube: <https://www.craftonhills.edu/about-chc/research-and-planning/dashboards-links/completion-and-success-rates.php>.

*Disproportionate impact.

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Success rates have also remained largely consistent across age groups. And in all cases, such rates have remained well above the institutional set standard. Equally important, there has been no DI in the last five years among any of the age groups. Consistent with past findings, older students generally achieved higher course success rates than younger students. In 2022-2023, students 19 years old or younger had an increase in their course success rates from 70% in 2021-2022 to 72% in 2022-2023.

Successful Course Completion Rates by Age from 2018-2019 to 2022-2023.

Age	2018-19	2019-20	2020-21	2021-22	2022-23
19 or Younger	72%	74%	73%	70%	72%
20-24 Years Old	74%	77%	74%	74%	76%
25-29 Years Old	75%	80%	76%	77%	77%
30-34 Years Old	78%	81%	77%	75%	76%
35-39 Years Old	79%	82%	79%	77%	76%
40-49 Years Old	77%	83%	81%	84%	80%
50 Years Old or Older	80%	82%	77%	78%	81%
Missing	100%	100%	77%	86%	100%

Source: CHC BORG Data Cube: <https://www.craftonhills.edu/about-chc/research-and-planning/dashboards-links/completion-and-success-rates.php>.

Success rates have also remained consistent for male and female students, all of which achieved success rates well above the institutional set standard. In fact, the success rates across both gender groups remained similar across the five-year period between 2018-19 and 2022-23. At the same time, no DI has been found by gender in the last five years. The course success rates of students for whom no gender is recorded have varied from year-to-year, largely due to the small numbers of students per year (ranging from zero to eighty-eight).

Successful Course Completion Rates by Gender from 2017-2018 to 2021-2022

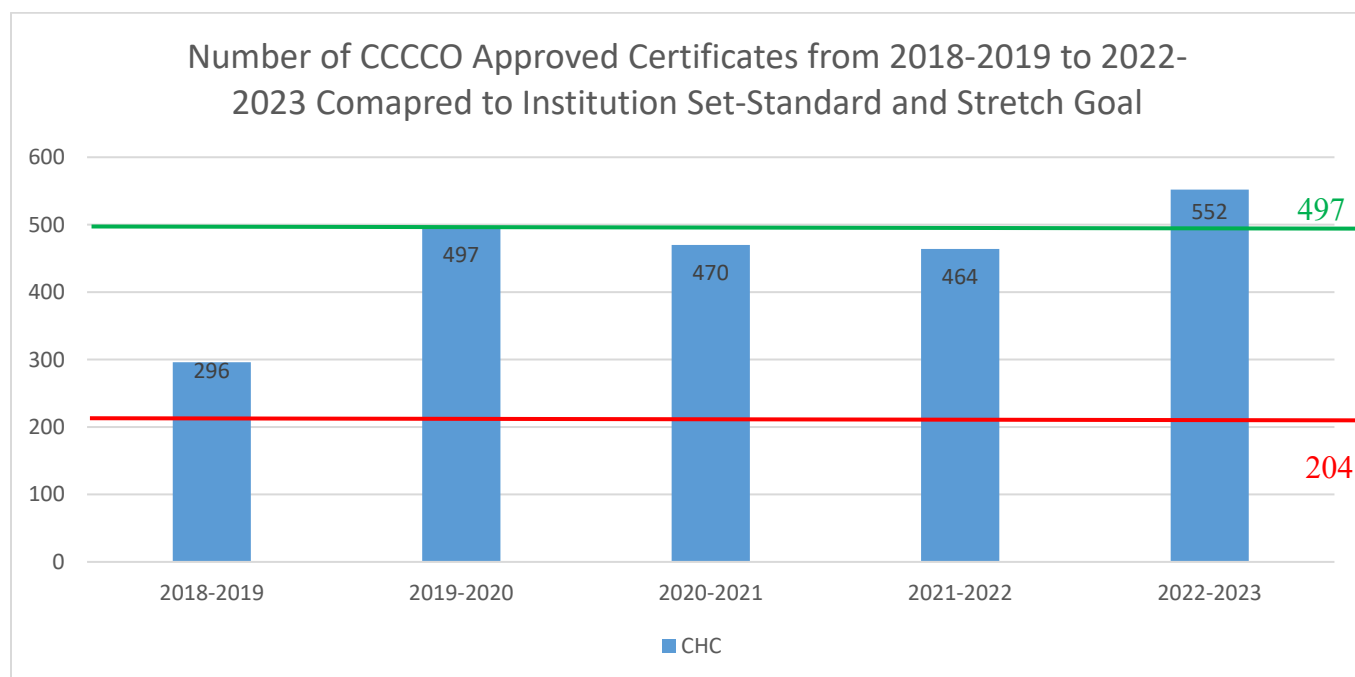
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Female	74%	77%	74%	73%	75%
Male	74%	77%	75%	74%	75%
Missing	71%	73%	74%	66%	66%

Source: CHC BORG Data Cube: <https://www.craftonhills.edu/about-chc/research-and-planning/dashboards-links/completion-and-success-rates.php>.

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Certificates

Crafton Hills College has an institution-set standard of 204 certificates earned annually for certificates that are 16 units or more (i.e. required by ACCJC). The stretch goal is 497. The institution-set standard and the stretch goal are based on the annual number of California Community College Chancellor's Office approved certificates. In the last five years the annual number of approved CCCCOC certificates earned by Crafton Hills College students has ranged from 245 to 497. The number of certificates earned in 2019-2020 (497) met and exceeded the stretch goal. In the last three years the average number of certificates earned is 477, 20 below the stretch goal. We will continue to monitor the number of certificates earned for 2022-2023 before adjusting the stretch goal.



Source: CCCCOC MIS Data Mart: https://datamart.cccco.edu/Outcomes/Program_Awards.aspx; CCCCOC approved certificates N (16-29.99 units), T (30-59.99 units), and F (60 or more units).

The certificates earned by student ethnic groups have largely mirrored groups' corresponding representation across the entire campus. One pattern that perhaps best reflects this idea is the declining percentage of certificates earned by Caucasian students (38% in 2018-19 and 31% in 2022-23) which is consistent with the broader changes in the corresponding student populations.

Percent of Certificates Earned by Ethnicity from 2018-2019 to 2022-2023

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Asian	6%	7%	5%	9%	3%
African American	2%	2%	2%	3%	3%
Hispanic	46%	47%	46%	45%	50%
Native American	0%	0%	< 1%		< 1%
Pacific Islander					< 1%
Multiple Races	6%	7%	8%	6%	4%
Caucasian	38%	35%	37%	35%	31%
Missing	2%	1%	2%	1%	8%

Source: MIS Data SP and ST files: CCCCOC approved certificates N (16-29.99 units), T (30-59.99 units), and F (60 or more units). Note: 2020-2021 to 2022-2023 are MIS reported data whereas the data from 2018-2019 to 2019-2020 is from SBCCD Colleague Data.

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The certificates earned by student age group indicate that, on average, students earning a certificate were 29 years old or younger, consistent with broader student population.

Percent of Certificates Earned by Age from 2018-2019 to 2022-2023

Age	2018-19	2019-20	2020-21	2021-22	2022-23
19 or Younger	10%	7%	14%	23%	16%
20-24 Years Old	54%	56%	55%	45%	45%
25-29 Years Old	21%	21%	15%	15%	15%
30-34 Years Old	7%	7%	8%	7%	8%
35-39 Years Old	5%	4%	3%	4%	3%
40-49 Years Old	1%	4%	3%	4%	5%
50 Years Old or Older	3%		1%	1%	3%
Missing			1%	2%	7%

Source: MIS Data SP and ST files: CCCC approved certificates N (16-29.99 units), T (30-59.99 units), and F (60 or more units). 2020-2021 and 2021-2022 are MIS reported data whereas the data from 2016-2017 to 2019-2020 is from SBCCD Colleague Data.

The percentage of males earning a certificate has consistently declined from 48% in 2018-2019 to 35% in 2021-2022; while the percent of certificates earned by female students has increased from 50% in 2018-2019 to 65% in 2021-2022. However, from 2021-22 to 2022-23 the percent of certificates earned by female students decreased from 65% to 51%, and for male students increased from 35% to 42%, which more closely matches the proportion of female and male students at Crafton in 2022-2023.

Percent of Certificates Earned by Gender from 2018-2019 to 2022-2023

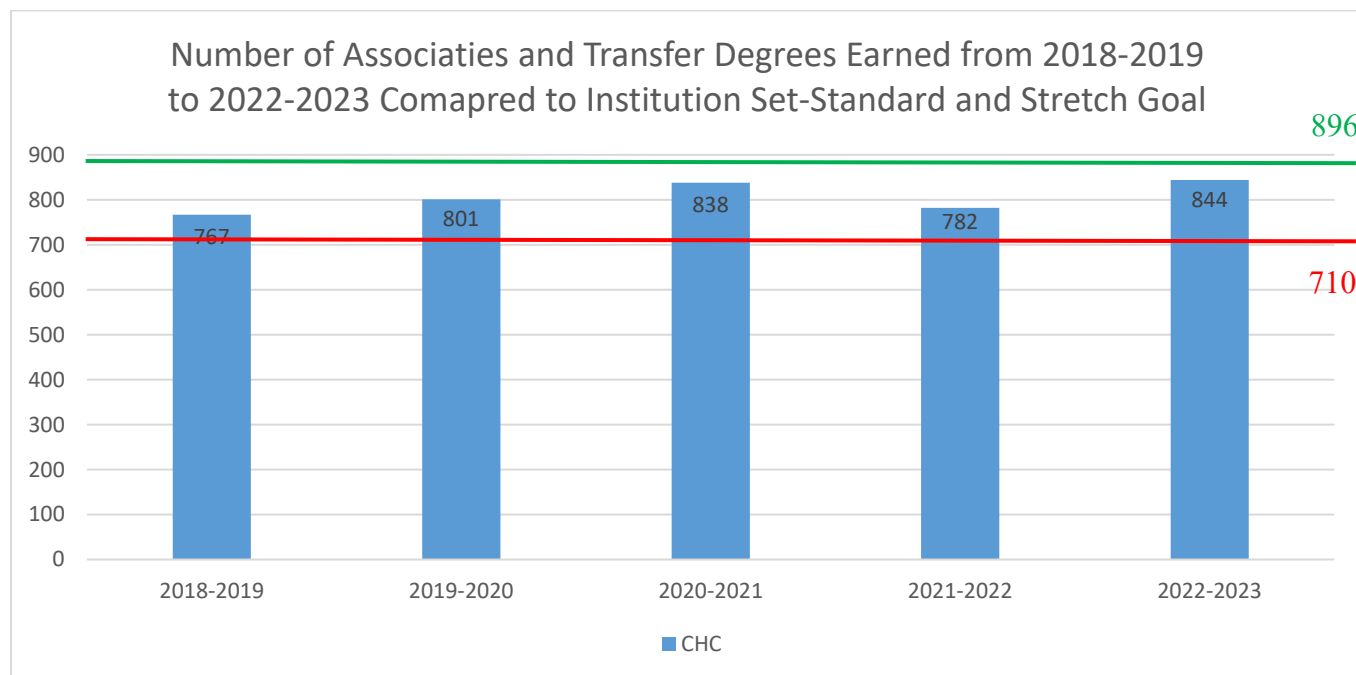
Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Female	50%	57%	61%	65%	51%
Male	48%	41%	38%	35%	42%
Missing	2%	1%	2%	< 1%	7%

Source: MIS Data SP and ST files: CCCC approved certificates N (16-29.99 units), T (30-59.99 units), and F (60 or more units). 2020-2021 and 2021-2022 are MIS reported data whereas the data from 2016-2017 to 2019-2020 is from SBCCD Colleague Data.

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Degrees

Crafton Hills College has an institution-set standard of 710 AA/AS and AA-T/AA-S degrees earned annually. The stretch goal is 896. The institutional set standard is one SD below the five-year average and the stretch goal is two SDs above the five-year average. The institution-set standard and the stretch goal are based on the average annual number of AA/AS and AA-T/AS-T degrees earned and the standard deviation. In the last five years the number of annual degrees earned has ranged from 767 to 838.



Source: CCCCO MIS Data Mart: https://datamart.cccco.edu/Outcomes/Program_Awards.aspx.

As is the case with certificate attainment, the AA/AS and AA-T/AS-T degrees earned by student ethnic groups have largely mirrored groups' corresponding representation across the entire campus. The pattern that perhaps best reflects this idea is the percentage of degrees earned by Caucasian students (35% in 2022-23) and the percentage of degrees earned by Hispanic students (45% in 2022-23), both of which are consistent with the broader changes in the corresponding student populations.

Percent of Degrees Earned by Ethnicity from 2018-2019 to 2022-2023.

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Asian	5%	7%	7%	9%	3%
African American	4%	3%	3%	3%	1%
Hispanic	46%	44%	46%	45%	45%
Native American	0%	0%	< 1%	< 1%	0%
Multiple Races	7%	7%	6%	6%	5%
Caucasian	36%	36%	35%	35%	35%
Missing	3%	3%	3%	1%	10%

Source: MIS Data SP and ST files: CCCCO approved certificates A (AA Degree), and S (AS Degree).

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The degrees earned by student age group indicate that, on average, students earning a degree were typically between the ages of 20 and 29 years of age, consistent with broader student population.

Percent of Degrees Earned by Age from 2018-2019 to 2022-2023

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
19 or Younger	7%	7%	11%	20%	10%
20-24 Years Old	54%	54%	50%	42%	44%
25-29 Years Old	20%	19%	18%	17%	17%
30-34 Years Old	8%	8%	8%	9%	7%
35-39 Years Old	6%	6%	6%	4%	5%
40-49 Years Old	2%	4%	4%	5%	6%
50 Years Old or Older	3%	2%	2%	2%	4%
Missing	0%	0%	2%	3%	8%

Source: MIS Data SP and ST files: CCCC approved certificates A (AA Degree), and S (AS Degree).

The degrees earned by gender has fluctuated over the last five years – and yet, the difference between male and female students for 2022-2023 (33 percentage points) is largely similar to the gap observed for 2018-2019 (24 percentage points).

Degrees Earned by Gender from 2018-2019 to 2022-2023

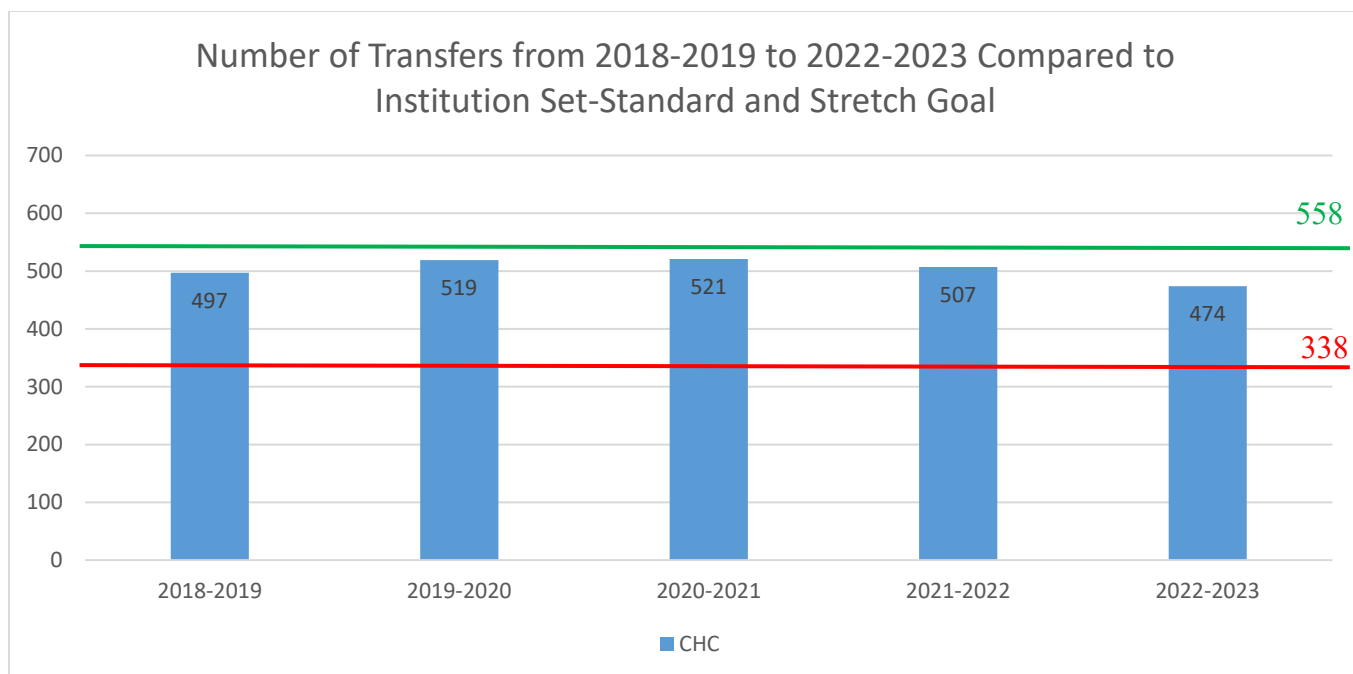
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Non-binary					< 1%
Female	61%	60%	59%	66%	63%
Male	37%	37%	39%	34%	30%
Missing	3%	3%	2%	< 1%	8%

Source: MIS Data SP and ST files: CCCC approved certificates A (AA Degree), and S (AS Degree).

Transfers

Crafton Hills College has an institution-set standard of 338 transfers earned annually. The stretch goal is 558. The institution-set standard and the stretch goal are based on the annual number of transfers to four-year universities. In the last five years the number of annual transfers earned has ranged from 474 to 521. There appears to be a decline in the number of students transferring from 521 in 2020-2021 to 474 in 2022-2023, a decline of 9% (n = 47). This could be a result of the pandemic. Statewide there has been an overall transfer decline of 15% to CSUs, UCs, Independent Institutions, and Out-of-State Institutions combined in the same time period.

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Source: The [CCCCO MIS Data Mart](#) for In-State-Private and Out-of-State institutions. The [CSU](#) Reports and Analytics statistical reports for CSUs, and the “TR Eth by Col” tab in the Admissions by Source School transfer site for [UCs](#).

The transfers to CSU campuses have remained relatively consistent across student ethnic groups. As is the case with certificate and degree attainment, transfers to four-year institutions by student ethnic groups have largely mirrored groups’ corresponding representation across the entire campus. The change is consistent with the broader shifts in ethnicity observed across the student population.

Percent of Transfers to CSU Campuses by Ethnicity from 2018-2019 to 2022-2023.

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
African American	5%	2%	2%	3%	2%
Asian	7%	5%	7%	6%	7%
Caucasian	34%	36%	37%	34%	38%
Hispanic	43%	48%	43%	45%	46%
Multiple Races	4%	5%	5%	6%	3%
Native American	0%	0%	<1%	<1%	0%
Missing	8%	4%	5%	6%	5%

Source: [2018-2019 to 2022-2023 CCC Transfers to the CSU \(Concentration & Ethnicity\)](#).

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The transfers to CSU campuses have remained consistent across gender groups from 2018-19 to 2022-23. As is the case with certificate and degree attainment, transfers to four-year institutions by gender has largely mirrored groups' corresponding representation across the entire campus.

Percent of Transfers to CSU Campus by Gender from 2017-2018 to 2021-2022.

Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Female	56%	57%	60%	50%	59%
Male	44%	43%	40%	50%	41%

Source: [2013-2014 to 2021-2022 CCC Transfers to the CSU \(Concentration & Ethnicity\)](#)